

# Snapshot of Learning:

## Effective Classroom Walk-Throughs



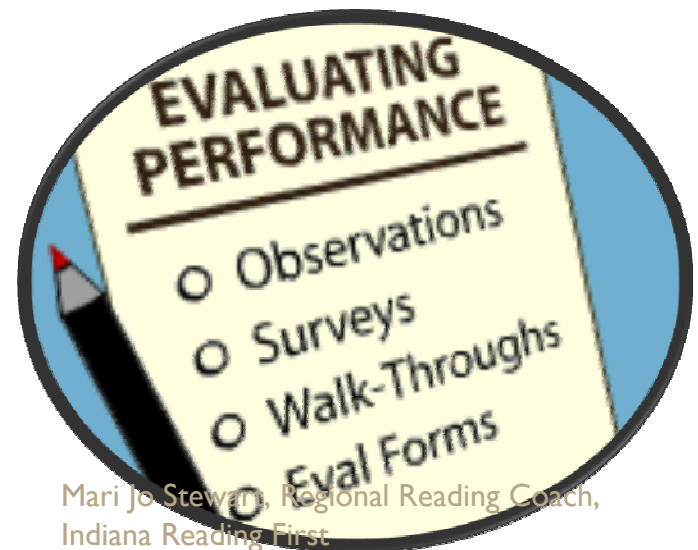
## Expected Outcomes:

- Understand the **purpose** of observational walk-throughs and the **value** of reflective questioning
- Understand the use of a **systematic information checklist** to record classroom learning activities
- Understand the use of **targeted objectives** in the walk-through process

# Walk-Throughs - Not Evaluations

**Non-threatening, non-evaluative walk-throughs give observers a quick snapshot of student learning.**

**That snapshot is used to engage teachers in conversations about how to improve teaching.**



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# Balancing Act

## Time vs. Frequency

**The length of time spent in each room is balanced by the increased frequency of your classroom visits.**



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

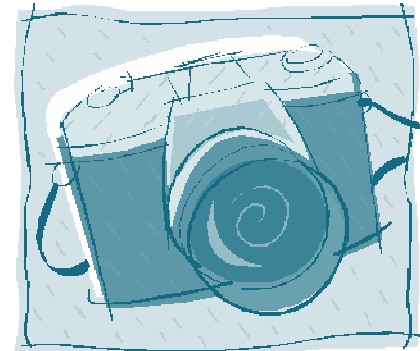
# Purposeful Walk-throughs



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# Purpose of Walk-Throughs

- Monitor SBRR Instruction
- Build Relationships
- View Systematic and Explicit Instruction
- Monitor staff emotions during change
- Identify Implementation and Instructional Practice Variables Within Grade Levels
- Maintain Clear Targets



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# Monitor SBRR Instruction



- Dig deeper- Where are the teachers in the implementation process? Ask the hard questions.
- Monitor implementation of recent professional development training
- Gather information to develop a plan for future professional development
- Tool for ongoing monitoring of student learning



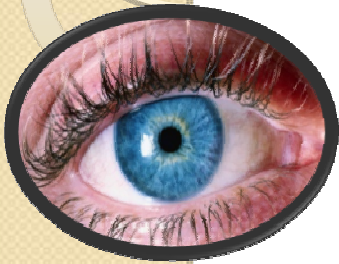
# Activity: Rotating Pencils



- Take a pencil or pen in hand, and point it toward the ceiling high over your head and look at it.
- On my signal, begin rotating the pencil clockwise (or to the right).
- On my next signal, keep rotating the pencil and begin to lower it below your eye level. Look down at the pencil.
- “What direction is the pencil rotating now?”



# Rotating Pencil



- What is going on?
- There was a 100% shift in the way we view the movement.
- How might this connect to what you see in the classroom?
- Can we envision ways our perspectives might change through common experiences?
- Classroom walk-throughs can help the entire staff reframe their perception.

How do you view  
instruction and  
learning in the  
classrooms in your  
building? Is there a  
common vision for  
what is expected?



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# What Might You See During a Walk-Through?

- **Whole group instruction**
- **Teacher-led flexible, small group instruction**
- **Work Stations – Individual activities, heterogeneous groups, homogeneous groups**
- **Push-in Instruction Groups – Special Education, ELL, Title Teacher, Paraprofessional, volunteer**
- **Intervention Group**



Mari Jo Stewart, Regional Reading Coach  
Indiana Reading First

# Whole Group Instruction

What are you looking for?

- ❖ Fidelity to the Core program
- ❖ Is instruction “on pace”?
- ❖ Explicit teaching of the skills
- ❖ Modeling of strategies
- ❖ Opportunities for guided practice
- ❖ “I do, we do, you do”
- ❖ Student engagement
- ❖ Use of positive corrective feedback



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# Teacher-led, flexible small group

What are you looking for?

- ❖ Clear and explicit lesson objective
- ❖ Maximized student engagement
- ❖ Classroom management in place
- ❖ Data driven instruction
- ❖ Flexible groups
- ❖ Positive corrective feedback
- ❖ Materials match lesson objective  
and student needs



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First



# Work Stations

What are you looking for?

- ❖ Classroom management
- ❖ Accountability
- ❖ Practicing previously taught skill
- ❖ Data driven
- ❖ Flexible groups
- ❖ Differentiated work stations
- ❖ Smooth and efficient transitions
- ❖ Purposeful activities



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# “Push-in” Instruction Groups and Intervention Groups


What are you looking for?

- ❖ Efficient use of time
- ❖ On task behavior
- ❖ High student engagement
- ❖ Multiple opportunities to respond
- ❖ Appropriate use of supplemental material
- ❖ Data driven instruction
- ❖ Teacher modeling of skill/strategy
- ❖ Guided practice
- ❖ Scaffolded support



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

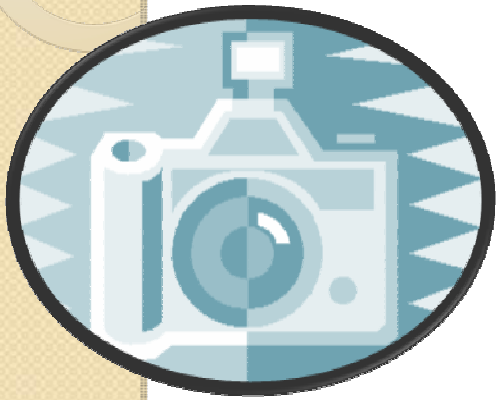




**If students are to be reading On Grade Level by the end of 3<sup>rd</sup> grade...  
On Task Behavior and Explicit Instruction is critical...  
*Do the math.....***

- **10 minutes of lost instructional time X 180 days = 1800 minutes/ year**
- **1800 minutes X 4 years = 7200 minutes (Kdg. – 3<sup>rd</sup> grade)**
- **7200 minutes/90 minutes =**  
**80 Reading Blocks**

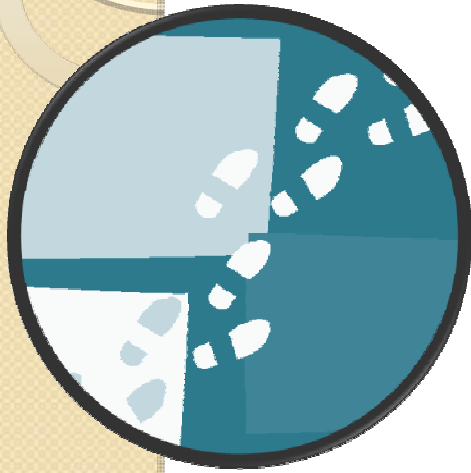
# What is Systematic and Explicit Instruction?



- Name the learning objective
- Prior knowledge activated or background knowledge built
- Modeling
- Multiple opportunities for guided practice provided
- Independent practice when students reach 70-80 % mastery

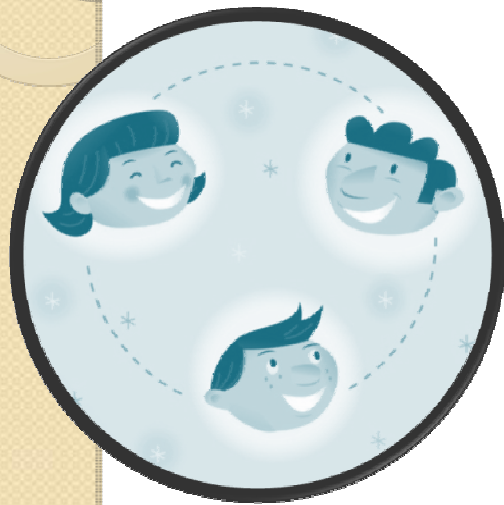
# **Learning in Progress...**

## **Do Not Disturb !**



Do not disturb instruction !

Be as inconspicuous as possible  
to get a picture of what is  
happening in the room on a  
day-to-day basis.



# **Building A Professional Learning Community**

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First



# Build Relationships

- Know your staff beyond their classroom
- Establish a working relationship that fosters communication
- Be approachable for all types of questions
- Be “Present”
- Reinforce the purpose of frequent walk-throughs

# Who are you?

When a “present-observer” enters a classroom, some may look up and acknowledge, but everyone returns to whatever was occurring.



OR

When a “never-present observer” enters, the students begin readjusting themselves while whispering “shhhhhhh,” and the teacher stops in mid-sentence or activity and asks, “May I help you?”



Mari Jo Stewart, Regional Reading Coach,

Indiana Reading First

Adapted from “If you Don’t Feed the Teachers, They Eat the Students” Neila A. Connors

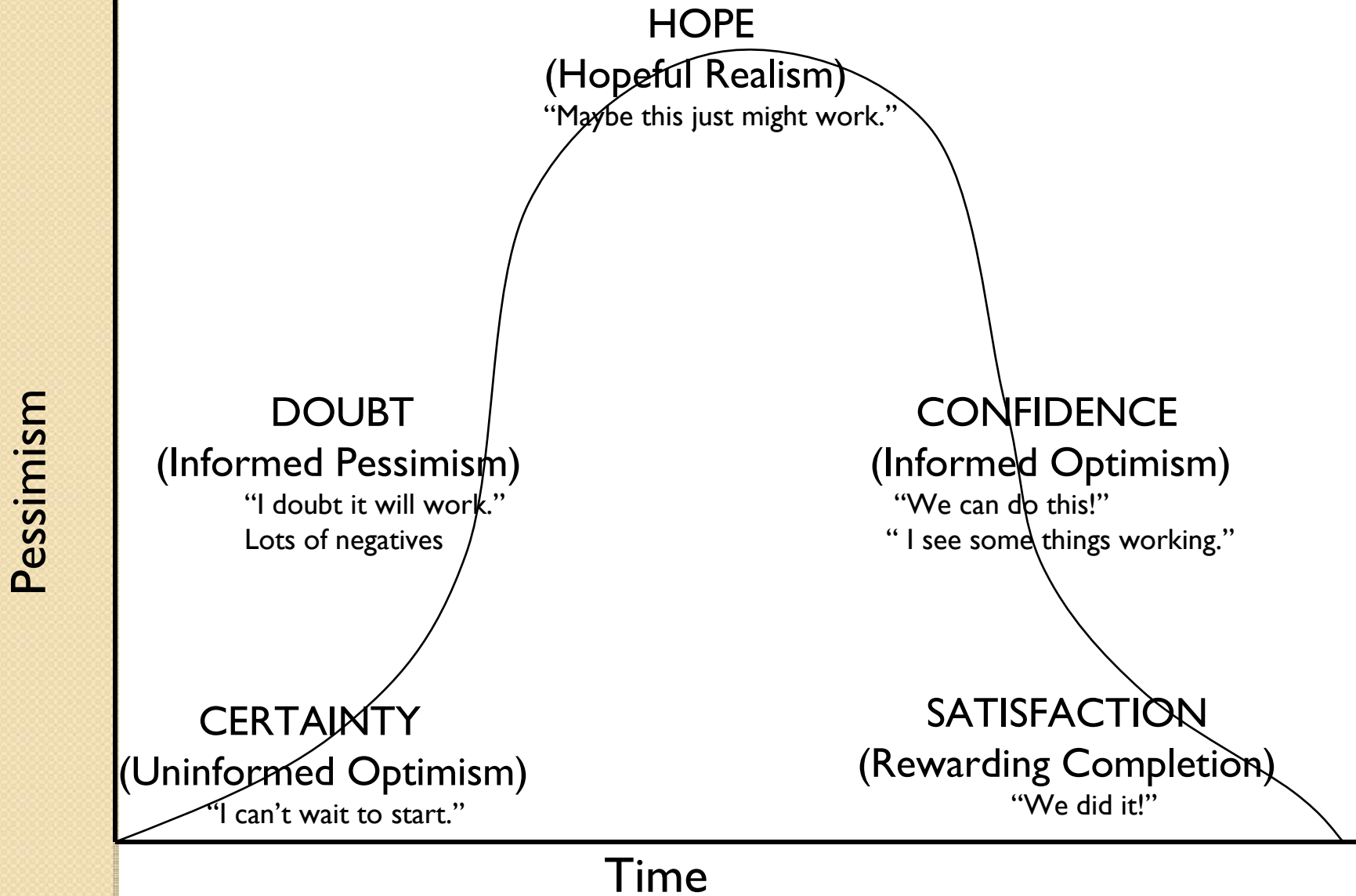


# **Identify Variances In Implementation and Instructional Practices**

- Look for superior models. Identify grade levels and teachers who can support others in implementation.
- Determine which grade levels or classrooms are having difficulty implementing new strategies, skills or Core programs.



# CYCLE OF CHANGE WHEN CHANGE IS CHOSEN



Adapted from The Emotional Cycle of Change by Kelly & Conner (1979)

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# CYCLE OF CHANGE WHEN CHANGE IS MANDATED

## DENIAL

Shock, apathy, focus on the past,  
“If I wait this will go away.” Bargaining: “How can we stay the same?”

## RESISTANCE TO LEAVING THE FAMILIAR

Self doubt, blaming, anger, discord, feeling that previous efforts have been diminished or discounted

## EXPLORATION AND MANAGEMENT OF CHANGE

“Too many Ideas!” = Search for structure “Too much to do!” = Attempts to manage the change, frustration, difficulty focusing

## REFOCUSING/COLLABORATION

Teamwork, focus and planning, commitment to making changes effective, “I can see some things working!”

## CONFIDENCE

Teamwork, focus and planning, commitment to making changes effective, feelings of accomplishment  
“We can do this!”

Pessimism

Time

Adapted from Maralyn E. Turner

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# ABC's of Giving Feedback



- Give target reminders
- Identify targeted behaviors/skills/strategies
- Give positive reinforcement about work on targets

# **A = Appreciate/acknowledge**

**Positive statement of fact**



**Remember that it is about the  
“observed” and not the “observer”!**

**“I saw your students partnering to  
discuss the story.”**

**or**

**“Peer partnering offered all students  
an opportunity to participate in  
class discussions!”**



# Examples of Specific Positive Statements for Teachers

- **“Two of three groups began working on reading tasks in 60 seconds after your transition time.”**
- **“Vocabulary Station Activities were differentiated to meet the targeted practice that your below level group needed.”**
- **“Modeling a ‘think-aloud’ strategy for your students, followed by guided practice in pairs gave you an opportunity to monitor and gather data.”**

Marjoe Stewart, Regional Reading Coach,  
Indiana Reading First



# Acknowledge and Utilize Reflective Questioning

- The students were in their seats individually responding to questions. How do you plan your lesson to encourage more students to be active participants?
- The students were taking notes and reviewing an expository story. How do you ensure that all students understand concepts of the story?
- The students completed a written comprehension test today. How could you determine the level of understanding for your below level readers? What alternative assessments might give you valuable data?

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# **B= Be Aware of the Target**

**Observe explicitly:**

**Keep the main thing the main thing !**



- **Engagement of students**
- **Teaching (research-based)**
- **Time on task**
- **Learning Environment**
- **Data Informed Instruction**



# Why Focused Targets?

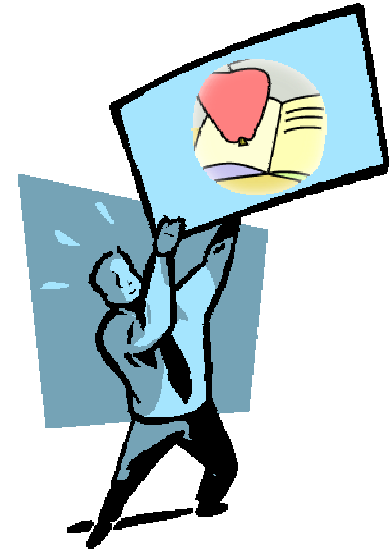


- Become reflective thinkers to move towards accomplishing your goals
- The evidence/data collected suggest ideas for improved practices and moving closer to your desired future.
- Colleagues focusing on a specific target encourages professional growth and support to develop strong grade level teams.

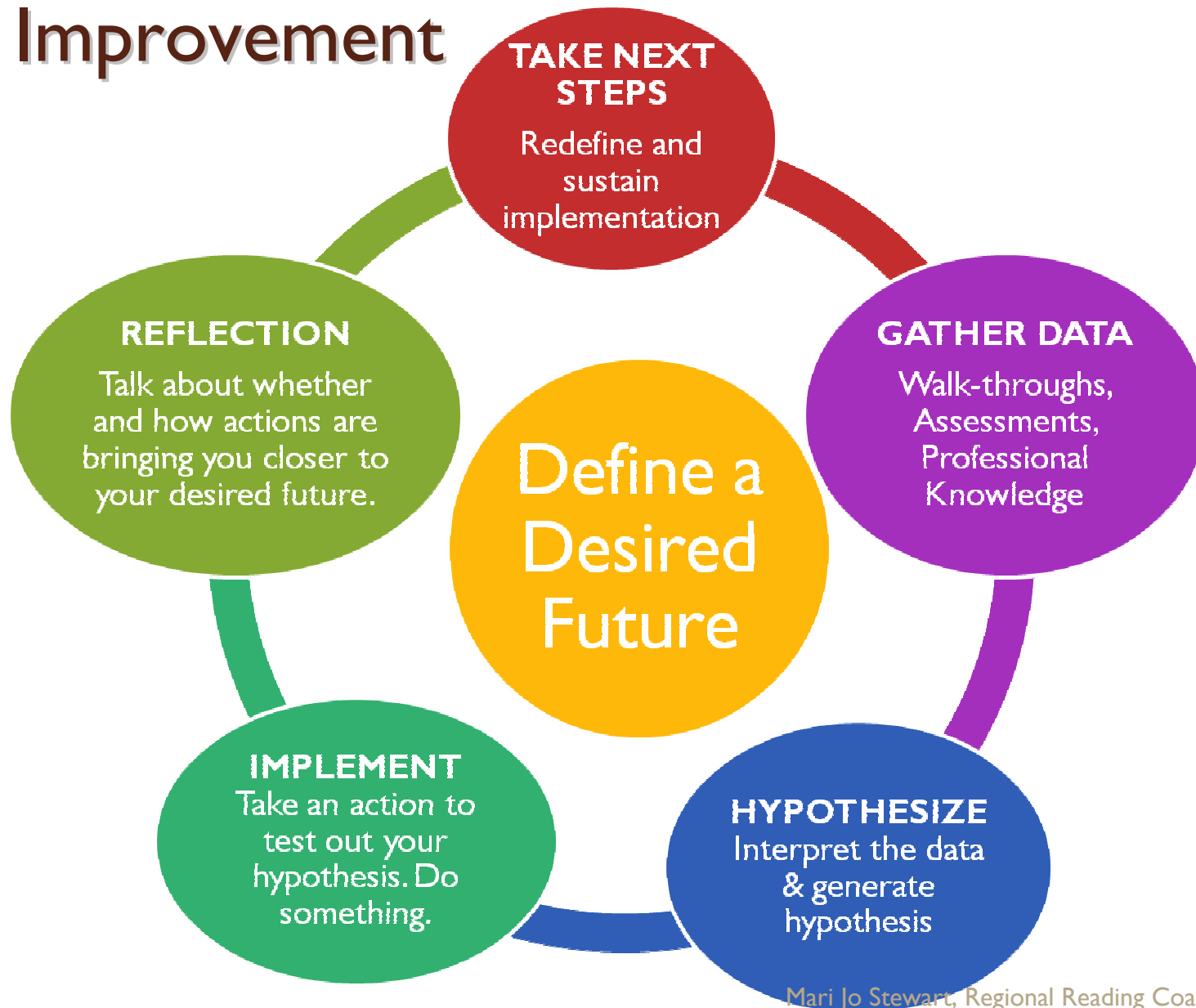
Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# **C=Commitment to Excellence**

- **Higher levels of engagement**
- **Modeling of strategies**
- **More fluency boosting**
- **Asking higher level questions**
- **Multiple exposures to vocabulary**
- **Students demonstrating knowledge of previously taught skills and strategies**



# Walk-throughs as Part of a Cycle of Improvement



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

NAES: Classroom Walkthroughs as a Catalyst for School Improvement, Lauren Cervone and Patricia Martinez-Miller

# Do your snapshots “fit to a T”?

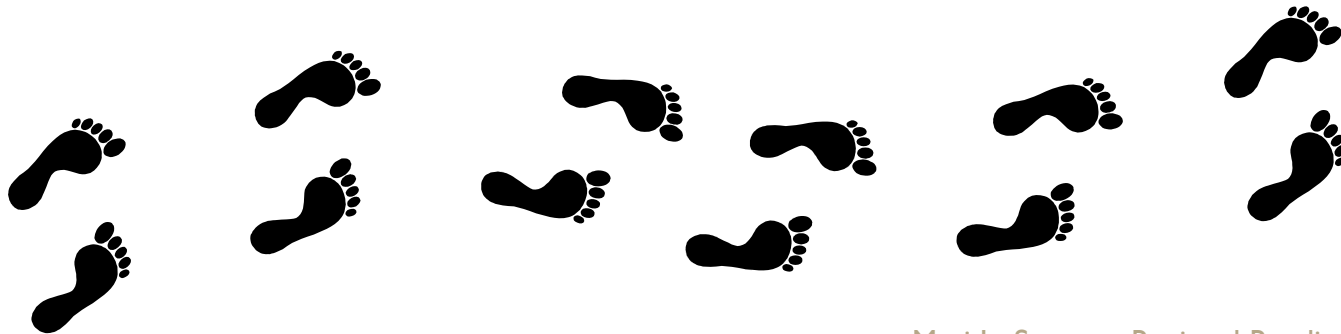
- TARGET – Do teachers understand the target?
- TOOLS – Do they have the tools needed to do the job?
- TRAINING – Has there been enough PD to use the tools well?
- TIME – Has enough time passed for the training to take effect?
- TRUTH – Do they know how it all fits together?
- TRACKING – Are they getting feedback to stay on track?
- TOUCH – Is there enough support and encouragement?
- TRUST – Are they trusted for their skill and mastery level?

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

If you don't feed the teachers, they eat the students!, Neila A. Connors

# Walk-Through!

- Make staff aware of targeted objectives
- Do walk-throughs often
- (Reminder: If you expect something, inspect for it)
- Start in different rooms and grade levels to ensure seeing different parts of the reading block
- Meet as needed for corrective action



# How are you doing?

➤ How often do you go into classrooms?



➤ How often is each room visited?

➤ Do you give the teacher any feedback?

➤ Do the teachers know the target skills that you expect to see?





# **The Observation Checklist**

- Simple, checklist format
- Organized around best practices
- Easy descriptors for all levels of users
- Descriptors highlight the major components of most programs and instructional issues



# Classroom Walk Through Form



Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade Level:\_\_\_\_\_

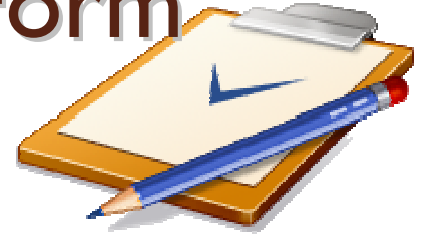
Observer:\_\_\_\_\_

*Please mark with the appropriate code :*

**+** (strong evidence)   **x** (observed)   **-** (needs attention)

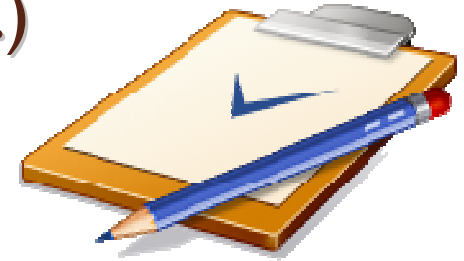
| Whole Group Instruction                     | Rm. | Rm. | Rm. | Rm. |
|---|-----|-----|-----|-----|
| Classroom management in place               |     |     |     |     |
| Core Program Instruction On-Pace            |     |     |     |     |
| Use of supplemental reading materials       |     |     |     |     |
| Teacher models new skill/strategy           |     |     |     |     |
| Explicit instruction used by teacher        |     |     |     |     |
| Opportunities for guided practice           |     |     |     |     |
| Positive corrective feedback by teacher     |     |     |     |     |
| Multiple student engagement strategies used |     |     |     |     |
| Review of skills/materials                  |     |     |     |     |

# Classroom Walk-Through Form (cont.)



| <b>Small Group Instruction</b>        |  |  |  |  |
|---------------------------------------|--|--|--|--|
| Classroom management in place         |  |  |  |  |
| Data driven instruction               |  |  |  |  |
| Flexible groups                       |  |  |  |  |
| Positive corrective feedback          |  |  |  |  |
| Evidence of the core program          |  |  |  |  |
| Use of supplemental reading materials |  |  |  |  |
| Explicit instruction by teacher       |  |  |  |  |
| Opportunities for guided practice     |  |  |  |  |
| Teacher maximizes student engagement  |  |  |  |  |
| Teacher models skill/strategy         |  |  |  |  |

# Classroom Walk-through Form (cont.)



| <b>Independent Activities/Stations</b>                 |  |  |  |  |
|--|--|--|--|--|
| Classroom management in place                          |  |  |  |  |
| Evidence of accountability                             |  |  |  |  |
| Practice previous taught skills                        |  |  |  |  |
| Data driven instruction                                |  |  |  |  |
| Flexible groups  |  |  |  |  |
| Appropriate & differentiated literacy based activities |  |  |  |  |
| Students on task & following directions                |  |  |  |  |
| Transitions timely & efficient                         |  |  |  |  |
| Evidence of the 5 components                           |  |  |  |  |
| Students know the purpose & focus of work              |  |  |  |  |
| <b>Assessment</b>                                      |  |  |  |  |
| Whole group  |  |  |  |  |
| Individual/Progress Monitoring                         |  |  |  |  |

**Student success: Whole Group (WG) Small Group (SG) Work Stations (WS) Independent (I)**

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ were successful in activity

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ were successful in activity

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ were successful in activity

**Student Engagement: Whole Group (WG) Small Group (SG) Work Stations (WS) Independent (I)**

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ had opportunities to respond

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ had opportunities to respond

\_\_\_\_\_/Rm.\_\_\_\_ out of \_\_\_\_ had opportunities to respond

**Positive Comments:**

**Discussion Points:**

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First

# Let's Practice:

- As you watch this small group instruction, watch for:
  - Student engagement
  - Teacher modeling
  - Student success



What positive statement might you leave for this teacher?

What reflective question might you leave for this teacher?

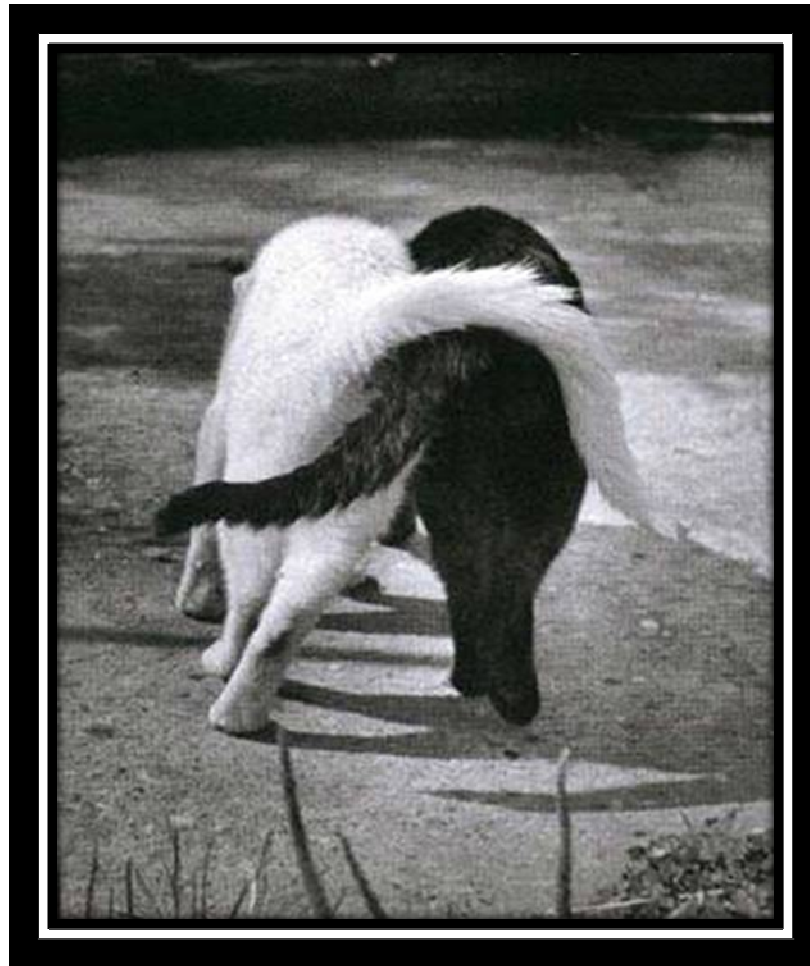
# Next Steps

Looking at these “snapshots” individually is like watching a movie trailer and thinking that you’ve seen the full length picture!



- Collect data for discussion purposes
- Look for evidence of quality  
LEARNING and not just quality  
TEACHING !
- Walk the “WALK” and Talk the Talk!

**Work together in your building to  
advocate for real change !**



Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First





**Thank you !**

**Mari Jo Stewart  
Regional Reading Coach  
Indiana Reading First  
mjstew5399@aol.com**

Mari Jo Stewart, Regional Reading Coach,  
Indiana Reading First